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THE ALDINE SPELLER PART TWO

BRYCE AND SHERMAN

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THE ALDINE SPELLER

PART TWO
FOR GRADES THREE AND FOUR

BY

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NEW YORK
NEWSON & COMPANY

597027

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PREFACE

To teachers and the public alike, probably no subject taught in the public schools has been more disappointing than spelling. This disappointment is undoubtedly due to :

1. Defective material for study and poor methods of teaching ;
2. Too much testing and too little teaching ;
3. Finding errors rather than preventing them ;
4. The use of a theoretical, rather than the practical, vocabulary of children and adults.

The teaching of spelling must be done from a spelling book in the hands of the children, since the individual teacher does not have the time to prepare lists of words which will produce as good results as the lists given in a spelling book, the selection and preparation of which are the result of years of special observation and testing.

A plan of teaching spelling to secure the best results should consist of a thoughtful, systematic, and comprehensive presentation of the words and spelling facts which every pupil must learn. It must contain an adequate and simple system of phonics for the primary grades, since a large per-

centage of the words in common use are purely phonetic and present no spelling difficulties once a sane and practical phonetic foundation is fixed. It must have a vocabulary selected and graded with such care that it will give the child the ability to spell correctly those words which he needs to use in his written work, and that it will also develop and broaden his vocabulary for his future needs. It should contain suitable directions and hints to the teacher, sufficiently removed from the pupil's text so that he may not be confused by them. It may, and in many grades should, contain information and suggestions to the pupil that will help him to master the many peculiarly non-phonetic words which present their individual problems and must be individually mastered. It should contain a very few of the most important spelling rules simply stated. It should contain a large variety of sentences for dictation, which may wisely take the form of gems of thought. Such a plan, well taught; constantly supplemented by the teacher with such words as the peculiar difficulties of individual pupils and classes may require, will produce a maximum of ability to spell correctly.

In the Aldine Speller the authors have presented a plan of teaching which in actual results has proved singularly effective. The vocabulary has been selected and graded with unusual care to meet the actual needs of life and to develop a spelling sense. In its preparation a careful com-

parison was made of the vocabularies of several of the most popular spelling books of the day in respect to both gradation and selection. Paralleling this, the various recent tests and investigations, notably those of Ayres, Jones, and Cook and O'Shea, have been checked. The resulting vocabulary is thought to represent the real writing vocabulary of the average child of the grade in which it is taught. Special and repeated drills are given on the real trouble makers — the one hundred and more words that comprise four-fifths of the misspelled words of the schoolroom.

In the primary grades use is made of exceptionally valuable phonetic lists. Emphasis is placed upon this important and very practical foundation for the development of a spelling sense, and its mastery in the primary grades will do much to train children to spell correctly. A few comparatively uncommon words are used in these lists chiefly for the value of the phonetic drill.

As every error creates a tendency, and if repeated quickly establishes a habit, it is important that the correct spelling of words be taught before children have occasion to write them. Every worth-while test and investigation shows the most common and most useful words in our language to be the words used early by children. It is likewise certain that very many of the misspelled words are one-syllable words in very common use. It would, therefore, seem essential that the real teaching of spelling should be done as early as pos-

sible in the grades — somewhat earlier than has frequently been the case — that correct habits, rather than incorrect ones, may be formed.

Obligation is expressed to Dr. Leonard P. Ayres of the Russell Sage Foundation for kind permission to make use of his list of "The Thousand Commonest Words." These and some four thousand other very common and important words constitute the Aldine vocabulary.

That the Aldine Speller may lead to some real teaching, and decrease "lesson hearing," is the hope of the authors.

DIRECTIONS TO TEACHERS

ORAL SPELLING

ORAL spelling should always precede written spelling in the primary grades. Careful and distinct pronunciation by the child should always precede oral spelling. Children cannot be expected to spell correctly words that they cannot pronounce. It is well to emphasize the form of a word of more than one syllable by syllabication. It makes the spelling more obvious, promotes clear enunciation, and assists in creating a correct mental picture of the word. The sight words in this book are so syllabicated when first presented. A slight pause between the syllables is usually sufficient in oral spelling. In writing the words they should not be divided.

TESTING

The mere "hearing" of spelling lessons is happily a thing of the past in most schools. However, teachers cannot be too strongly impressed with the worthlessness of such exercises. The primary object is to instruct, not to examine — to teach to spell correctly, not to find out how many

words may be spelled incorrectly. Review lessons should be given frequently, and these are sufficient for test purposes. All other lessons should be thoroughly taught with instruction the aim and object of the lesson.

INTEREST

It has been well said that "interest is nine-tenths of education." This is true in teaching spelling. Any means which will arouse interest in mastering words is likely to be effective. So far as our forefathers succeeded in securing results in this subject they did so by interest in the old-fashioned "spelling-bee." Spelling matches of various sorts are desirable for creating interest. The review lists and special lists will be found admirable for this purpose. It should be remembered, however, that this is testing what is already learned and is not teaching something new.

PUPILS' LISTS

Each pupil has his own difficulties in spelling. Teach him to make private lists of the words which he finds especially hard to spell and have him use extra effort to conquer these trouble-makers. These may be listed in the back of his textbook or in his individual note book. Occasional lessons may be devoted entirely to this kind of exercise and they should be individual and painstaking. Such words should be watched for in the other written work and mis-

spelling prevented rather than corrected. Besides making the misspelled words the basis of a lesson they may well be correctly and carefully written on the board with the difficulty shown in colored crayon. If possible leave them in sight for several days.

HOMOPHONES

Words spelled differently but pronounced alike should be kept apart until the spelling of each has become fixed and the ability to use correctly in sentences reasonably sure. Then only may they safely be brought together for comparison. When this is done much care must be used that no confusion may exist in the child's mind as to the proper use of each.

ORDER OF PRESENTATION

All children do not learn spelling equally well in the same way. Some are sense organ learners while others are largely motor organ learners. Most children are both. In all cases the order of seeing words, hearing them pronounced, pronouncing them, spelling them aloud, and then writing them, will be found to be most effective. Appeal is thus made successively to the eye, the ear, the memory, and the hand.

ENUNCIATION

Poor enunciation is a common source of incorrect spelling. Occasionally test your pupils on sounding words. See to it that they learn to give the right value to the vowel

sounds and do not omit any that should be sounded. Do not permit "in" for "ing," final "ed" to be sounded like "t," or "body" to be sounded "buddy." Remember that "A word correctly pronounced is half spelled."

PROPER NAMES

No place has been given in this book to proper names since the needs of different classrooms vary so widely. They must be thoroughly taught, however, and it is the teacher's duty to teach such proper names as her pupils need to use. Strongly emphasize the fact that these proper names always begin with a capital letter.

PHONETIC WORDS

Many of the words in this book are grouped into phonetic lists. The object of this is strongly to impress the common part of these words upon the child. The repeated sight, sound, and spelling of this common combination of letters make it possible to learn the words in a list easily and in a short time. This common part is *pronounced* the same and *spelled* the same in all the words of a list. Have the children *find* this common part, *pronounce* it distinctly, and *spell* it. Then have each word in the list spelled orally, emphasizing the part that is not common. For example, in lesson 6, page 2, is a list of phonetic words.

1. Have the children give the part that is common to every word in the list — *ever*.

2. Have the children point to and pronounce this common part.

3. Have this common part spelled orally.

4. Have the children pronounce each word in the list, slightly separating and emphasizing the part that is different, as *n — e-v-e-r*, *c-l — e-v-e-r*.

5. Have each word spelled orally, emphasizing the uncommon part.

By giving or having the children give sentences using the words correctly, make sure that the meaning of every word is understood by the pupils.

Much of the spelling of phonetic lists may be done orally. After several groups have been studied, dictate words from them to be written by the children. For example, after lessons 5, 6, and 7 have been studied and spelled orally, dictate ten or twelve words selected from these groups for the children to write. Several groups may be studied and spelled orally in one spelling period, and words from these groups dictated and written during another period. The writing of a spelling lesson only tests the pupil's power. Put most of your time and effort into teaching, into helping the pupils to acquire the power.

WORDS THAT ARE NOT PHONETIC

Most so called non-phonetic words contain some particular letter, or combination of letters, that makes the spelling

difficult. If this difficulty is clearly pointed out, it is half overcome. Find, with the pupils, the "catch" in each word ; emphasize it by underlining, or by writing it in colored chalk, or by focusing the children's attention on it in some way. Then have them concentrate their energy in mastering it.

Read with the children the story addressed to them at the beginning of their book, "The King's Rules." Refer to the story frequently and encourage them to follow the rules daily. Study the notes on the spelling of difficult words throughout the book. See that the children not only apply the notes on the pages on which they occur, but look for other words that contain the same problems.

For seat work, after every word in a lesson has been correctly and distinctly pronounced, have the children decide what in each word calls for special attention. This they may do by copying the word and indicating in some way the difficulty as by underlining. Or they may make little notes based on those in their book.

Make your children keen to detect and overcome these special difficulties, and their interest will secure excellent results.

REVIEW WORDS

From time to time pages of review words are given. These lists are made up of commonly used, often misspelled, words. Call the children's attention over and over again

to the difficulties in these words. Use some of them daily. Hold the children to the correct spelling of them in all written work. Make opportunities to use them. Keep a record in plain sight, showing the children's progress in the mastery of these words. Make the mastery of these words a personal matter to yourself, even to the extent of considering your teaching a failure if every child in the third year does not form the habit of spelling correctly the words on page 30, and every child in the fourth year those on page 75. Call attention to these pages at the beginning of the year, and arouse the children's interest and ambition to master the words as early as possible.

QUOTATIONS

The sentences, proverbs, poems, myths, and various quotations are carefully selected for certain definite purposes:

1. They review the words that have been taught.
2. They give new words in their natural context — a much better way of fixing their meaning and making them a part of the child's vocabulary than the use of definitions or short, unrelated sentences.
3. They are examples of good English and may serve as models for the children's attempts at composition.

These quotations may be used in different ways:

1. *Copying.* Read the selection with the children that they may have an idea of the whole. Do not allow them to copy letter by letter, glancing from the book to the

paper. At first they may study and copy single words, later they should read and copy phrases, clauses, and sentences.

The child's copy should always be compared with the book and corrected. A special mark or word of praise should be given to the child who makes an exact copy.

2. *Dictation.* In dictating, read a complete sentence once for the children. Do not use the poems for dictation, as dictating them line by line often destroys the sense, and always the beauty, of the rhythm.

3. *Memory.* Children often spell words correctly when they are dictated and misspell the same words when they are trying to express their own thought. For this reason it is well to have the children write some of the selections from memory. It is a step between taking dictation and writing original compositions. The proverbs and rhymes are especially well adapted for memory work.

REPRODUCTION

The short stories may be rewritten, using different words in place of certain indicated words, as suggested in lesson 99, page 64, or a free reproduction may be made.

ORIGINAL SENTENCES

The words in each lesson have been grouped about a central thought. Have the children write original sen-

tences or stories, using the words in a lesson, as in lesson 31, page 51.

AUTHORS

The authors of the different selections, or their sources, are given in the child's book. It is hoped he will thus become somewhat acquainted with their origin. But he should not be required or expected to memorize these names or sources.

PICTURES

For seat work have the children make lists of words suggested by the pictures in their book.

THE VOCABULARY

The vocabulary, alphabetically arranged, will be found on pages 33 and 74. Encourage the children to use this vocabulary to check up the words that they are positive they can spell correctly, and for reference to find any word they may wish to use in their written work. These lists of words may also be used for oral spelling matches or written reviews. Regularly and systematically test the pupils. Keep records, to which the children have ready access, showing their progress and efficiency. Have each child keep a list of the words he misspells, and keep on urging him and testing him, until he has mastered his particular "word demons."

SUMMARY

To sum up : Arouse a spelling interest ; develop a spelling sense ; teach the children how to study intelligently ; review constantly ; keep definite records of progress.

TO THE GIRLS AND BOYS :

THE KING'S RULES

(Said to be a true story)

Late one summer afternoon a boy sat at his desk trying to learn a spelling lesson. It was warm in the schoolroom and the boy's head ached. His teacher had gone out for a moment and he was alone.

A shadow fell across his desk. The boy looked up and saw a stranger standing before him. He thought he had seen this man before. He felt that he was a great man.

"Why are you not out of doors playing with the other children?" asked the stranger.

"I am studying my spelling lesson," answered the boy. "I have to stay in every night because I just can't learn how to spell. I hate it!"

"Nonsense!" said the man. "I can tell you in one minute how to learn to spell."

The boy laughed. "You must be a magician," he said.

"No," said the man, "I am not a magician, but I am the king. Boy, do you think your king would tell you anything that is not true?"

"No, Sire," answered the boy, springing to his feet, for now he recognized the king from pictures he had seen.

"Then listen, my lad. Any one can become a good speller who follows these three rules :

"1. *Listen* carefully when the word is spoken.

"2. *Say* it correctly when you speak it.

"3. *Look* at the word thoughtfully to get an exact picture of it in your mind.

"If you will study every word in your lesson in this way, you will never again have to stay after school to learn your spelling lesson."

"Thank you, Sire," said the boy. "I will follow your three rules."

Twenty-two years later the king received a present of a wonderful book. When he opened it, he found the following words written on the first page :

"This book is gratefully dedicated to

The King

By the boy whom he taught to spell."

Yes, the boy followed the king's rules. He learned how to spell and how to write, and now he was one of the greatest writers in the land.

Do *you listen* carefully while your teacher pronounces each word, or do you write what you *think* she says?

Do *you say* each word correctly, or do you say *jest* when you mean *just*, or *comin'* when you mean *coming*?

Do *you look* carefully at each word until you have an exact picture of it in your mind?

Will you try to follow the king's rules in the study of the spelling words in this book?

They will surely make your work better and easier.

THE ALDINE SPELLER

PART TWO

THIRD YEAR



THIRD YEAR



1

world

full

num ber

hap py

I am

I'm

2

should

would

could

cure

sure

pure

When you spell *world* make the *o* very clear.
Be *sure* you do not put an *h* in *sure*.

3

HAPPY THOUGHT

The world is so full of a number of things,
I'm sure we should all be as happy as kings.

— ROBERT LOUIS STEVENSON.

1

4	5	6	7
shoes	bat tle	ev er	leave
horse	cat tle	nev er	weave
rid er	rat tle	clev er	cleave
dai ly	tat tle,	sev er	heave
its	coun try	post	shall

Shoes is a word to look at thoughtfully.

8

For want of a nail the shoe was lost.
 For want of a shoe the horse was lost.
 For want of a horse the rider was lost.
 For want of a rider the battle was lost.
 For want of a battle the country was lost.

9

reach	teach	peach	trust
preach	beach	each	enter

10	11	12	13
drank	life	this	fox
thank	wife	hiss	ox
bank	knife	kiss	ox en
rank	strife	bliss	roof
plank	stone	miss	proof
sank	fol low	wire	case

Which is the hardest word in Lesson 11? Why?

14			
be come	read	oar	pitch er
dropped	wa ter	roar	thirst y

15

THE CROW AND THE PITCHER

Did you ever read about the thirsty crow?

One day he found a pitcher with some water in it.

He could not reach the water.

He dropped stones into the pitcher.

The water rose to the top.

Then the crow drank his fill.

— Æsop.

16	17	18	19
feel	great	felt	next
heel	a fraid	melt	size
peel	li on	belt	morn ing
kneel	off	knelt	safe
wheel	chase	spelt	heard

20

THE FOX AND THE LION

Once a fox heard a lion roar.
 He was afraid and ran off.
 But the lion did not chase him.

21

Next morning the fox again met the lion.
 He looked at its great size and was not afraid.
 The lion roared, but the fox did not run.
 This time he felt safe.

—Æsop.

22

bowl

floor

side

be side

a round

bot tom

23

scrape

clean

lean

bean

mean

like

24

first

sec ond

third

fourth

fifth

moth er

25

dash

lash

flash

rash

sash

cash

**26**

scratch

patch

catch

latch

match

hatch

27

Jack likes to scrape the cake bowl.

Mother sets it on the floor.

Jack sits down beside it.

First he scratches around the side.

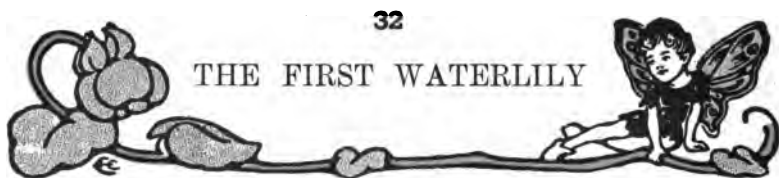
Then he scrapes the bottom clean.

28	29	30	31
float	In di an	boy	pond
boat	flow er	joy	fond
coat	heart	toy	bond
goat	lil y	coy	blond
oats	gold en	Troy	which

Why do *Indian* and *Troy* begin with capitals?

Don't forget the *e* in *heart*.

Be very careful in spelling *which*.



One night an Indian boy saw a star fall.

Next morning he found a new flower.

It had a golden star in its heart.

It floated on a still pond.

This was our first waterlily.

— INDIAN MYTH.

33

own
known
shown
grown
thrown
blown
sown
laid

34

trace
place
race
grace
face
lace
space
thought

35

cut
but
hut
nut
rut
shut
oth er
in side

36

goose
geese
strange
sor ry
ev er y
ev er y bod y
ev er y thing
an oth er

37

THE GOLDEN EGGS

A man once owned a strange goose.
Every day she laid a golden egg.
The man thought she must be full of gold.
He killed the goose and cut her open.
But not a trace of gold could he find.
She was just like other geese.
Then how sorry the man felt !

—Æsop.



38

pic ture

bar rel

lad der

climb

gath er

39

bough

branch

limb

slip pers

toe

40

ap ple

bas ket

han dle

bus y

curls

41

au tumn

leaf

sour

sug ar

ripe

What letters are not sounded in *climb*, *limb*, *autumn*?

Be sure you say *basket* correctly.

GATHERING APPLES

It is autumn.

The apples are ripe.

The children are busy gathering them.

These are not sour apples.

They are as sweet as sugar.

43

roll

toll

stroll

knoll

south

44

root

boot

hoot

soot

dai ly

45

mo ment

min ute

hour

month

north

46

week

peek

seek

cheek

meek

47

to day

to night

to mor row

yes ter day

af ter noon

eve ning

48	49	50	51
steal	al most	bet ter	age
meal	beau ty	let ter	rage
deal	than	beg	cage
heal	work	leg	page
seal	ei ther	keg	stage
thus	nei ther	peg	wage

There is only one *l* in *almost*.
 Look at *ei* in *either* and *neither*.

52

Almost never wins. — GERMAN.

A thing of beauty is a joy forever. — JOHN KEATS.

Better beg than steal,
 But better work than either. — RUSSIAN.

He buys very dear who begs. — PORTUGUESE.

The following review words are often misspelled. Each has a little "catch" in it. Are you going to be caught by these little words? Use the king's third rule. See what is hard in each word, then you can soon learn how to spell them all.

53		54	55
there	over there	any	been
their	their books	many	some
don't	do not	which	once
can't	can not	could	does
won't	will not	would	sure
hear	I hear	should	where
here	Come here	hour	just

People who misspell *which* and *where* do not say the *h* in these words. Do you?

People who misspell *just* do not see the letters of the little word *us* in the middle. They do not say the word right. Do you?

Which words have silent letters?

56

but ter	pret ty	sun ny
but ter cups	com ing	oh



57

Buttercups and daisies,
 Oh the pretty flowers!
 Coming in the springtime,
 Tell of sunny hours.

—MARY HOWITT.

When *ing* is added to *come* to make *coming*, the *e* is dropped.

Look at *e* in *pretty*.

58

aid
 maid
 paid
 laid
 sto ry

59

pea
 sea
 lea
 tea
 fix

60

faint
 paint
 saint
 dain ty
 out side

61

wear
 bear
 tear
 pear
 these

62	63	64	65
harm	fel low	ink	bunch
arm	yel low	think	lunch
charm	feath er	sink	does not
farm	weath er	pink	doesn't
farm er	leath er	wink	help
your	move	drink	point

Be sure to pronounce the *you* in *your*.

66

When about to put your words in ink,
It will do no harm to stop and think.

A grain does not fill a sack but it helps its fellows.

— SPANISH.

A feather will point the wind.

— DANISH.

67

cart	tart	dart	art
part	start	chart	smart

68
po ta toes
lamb
mouth
wolf
heav y
o ver

69
God
food
mon ey
gives
giv en
soft

70
noth ing
an y thing
some thing
some time
some bod y
a like

71
talk
walk
chalk
bun ny
fun ny
gave

72

Doing nothing is doing ill.

— SCOTTISH.

Lambs don't run into the mouth of the sleeping wolf.

— DANISH.

God gives every bird its food,
but does not throw it into
the nest.

— J. G. HOLLAND.



73

la zy sheep wool harm

Potatoes don't grow by the side of the pot.

— DUTCH.

A lazy sheep thinks its wool heavy. — SCOTTISH.

Want of care does more harm than want of money.

— BENJAMIN FRANKLIN.

74

through	a mong	Bil ly	that is
mead ow	pa per	know	that's

Look carefully at *ough* in *through*, *ea* in *meadow*, and *o* in *among*.

75

This I know, I love to play,
Through the meadow, among the hay,
Up the water and over the lea,
That's the way for Billy and me.

— JAMES HOGG.

76

care ful	riv er	worth	house
care less	up set	what ev er	mouse

Look carefully at the *o* in *worth*.

77

Be careful in all things.

A little stone may upset a large cart. — ITALIAN.

A mouse can drink no more than its fill from a river.
— CHINESE.

Whatever is worth doing at all is worth doing well.
— CHESTERFIELD.

78

he ro	fruit	climb	hon ey
eas y	have	or	mon ey

Look carefully at the *i* in *fruit*, the *o* in *honey* and *money*, and the *b* in *climb*.

Easy is a word often misspelled.

Remember the King's third rule.

Who does the best he can is a hero.

— JOSH BILLINGS.

He who would have the fruit must climb the tree.

— SPANISH.

No bees, no honey ;

No work, no money.

It is as easy to grin as to growl.

— FRENCH.



80

task
cask
flask
mask
ask
asked
ask ing

81

laugh
laugh ing
doc tor
world
smile
mile
while

82

care	hare
dare	fare
bare	pare
scare	stare
rare	snare
spare	glare
share	square

83

Laugh at your ills,
And save doctor's bills. — SPANISH.

Smile on the world and it will smile on you. — ITALIAN.

A light heart, a light task. — FRENCH.

84

work	friend	none	hap py
true			hap pi ness

Look carefully at the *o* in *work* and in *none*, the *i* in *friend* and in *happiness*.

85

Be true to your word, your work, and your friend.
— JOHN BOYLE O'REILLY.

Love all, do wrong to none. — SHAKESPEARE.

All who joy would win .
Must share it — Happiness was born a twin. — BYRON.

86	87	88	89
al ways	east	spo ken	blue
be have	least	bro ken	due
whole	feast	a ble	cue
man ner ly	beast	ta ble	glue
du ty	yeast	fa ble	hue

There is only one *l* in *always*.

90

A child should always say what's true,
 And speak when he is spoken to,
 And behave mannerly at table;
 At least as far as he is able.

—STEVENSON.



91	92	93	94
much	hard	haste	hole
re main	card	has ten	whole
of ten	yard	taste	stole
tar dy	guard	paste	pole
ar rive	lard	waste	sole
learn	hurt	it self	print

The letter *t* is not sounded in *often*, but don't leave it out when you spell the word.

Look at *u* in *guard*.

Remember the *w* in *whole*.

95

Haste not, rest not.

— GOETHE.

Too swift arrives as tardy as too late.

— SHAKESPEARE.

Who hastens too much often remains behind.

— GERMAN.

Learn to creep before you run.

— SCOTTISH.

96

e lev en

twelve

thir teen

four teen

fif teen

97

six teen

sev en teen

eight een

nine teen

twen ty

98

thir ty

for ty

fif ty

six ty

hun dred

99

cream

team

beam

dream

steam

100

Sun day Sun.

Mon day Mon.

Tues day Tues.

Fri day Fri.

101

Wednes day Wed.

Thurs day Thurs.

Sat ur day Sat.

Jan u a ry Jan.

Look at the *d* and the second *e* in *Wednesday* and the *u* in *Saturday*.

102

speak

weak

beak

leak

peak

freak

103

cane

lane

mane

pane

vane

crane

child lov ing
mild giv ing
wild liv ing
woe hap pi est

end tend
send spend
lend bend
mend

When *ing* is added to *love*, *give*, and *life*, *e* is dropped.
What letter is changed in *life*?

BIRTHDAYS



Monday's child is fair of face,
Tuesday's child is full of grace,
Wednesday's child is full of woe,
Thursday's child has far to go,
Friday's child is loving and giving,
Saturday's child must work for a living;
But the happiest child of all, they say,
Is the child who is born on the week's first day.

107

dish

fin ger

thumb

stock ing

bus y

108

pie

please

such

piece

sleeve

109

Such a busy girl!

She is peeling apples for a pie.

Please give me a piece of pie.



110

dress

guess

bless

less

press

111

wrist

mist

twist

fist

young

112

skirt

shirt

dirt

flirt

suf fer

113

neck

deck

peck

check

speck

114

Jan u a ry	Jan.
Feb ru a ry	Feb.
A pril	Apr.
Au gust	Aug.

115

Sep tem ber	Sept.
Oc to ber	Oct.
No vem ber	Nov.
De cem ber	Dec.



116

dance	do not	world is
mu sic	don't	world's
sulk		

117

THE WORLD'S MUSIC

The world's a very happy place,
 Where every child should dance and sing,
 And always have a smiling face,
 And never sulk at anything.

— GABRIEL SETOUN.

118	119	120	121
store	re turn	dog	change
wore	count	log	says
more	car ried	frog	mis take
shore	for get	hog	dol lars
or der	sign	form	pen ny

122

JACK'S ORDER BOOK

Every day Jack goes to the store for mother.
 He writes her orders in a book.
 He says it is a real order book.
 He never forgets anything.

123

When he returns he counts his change.
 He never makes a mistake.
 He has carried many dollars and never lost a cent.
 Every day mother signs the order book.

124		125	126
doz en	doz.	cheese	or ange
pound	lb.	fresh	ber ry
pounds	lbs.	loaf	ber ries
gal lon	gal.	loaves	oat meal
quart	qt.	flour	soap
pint	pt.	oil	add

TWO PAGES FROM JACK'S ORDER BOOK

127	128
Mon., June 7	Fri., June 11
1 lb. cheese	1 bag flour
1 doz. fresh eggs	3 gal. oil
1 loaf bread	1 doz. oranges
1 qt. berries	1 box oatmeal
1 pt. cream	6 cakes soap
5 lbs. sugar	3 loaves bread
1 lb. tea	1 lb. candy

sea sons

fire

sum mer



Sing a song of seasons,
 Something bright in all, —
 Flowers in the summer,
 Fires in the fall.

— STEVENSON.

lip	nip	grip	chip
drip	tip	whip	hip
dip	slip	skip	ship

131

raise	dust	turn	churn
road	dust y	burn	e ven

132**THE FLY ON THE CART WHEEL**

Once there was a fly on a cart wheel.

The wheel turned round and the dust from the road rose
in clouds.

“Oh,” cried the fly, “what a dust we raise!”

But the wheel did not even know that the fly was there.

— ÆSOP.

133

hun ter

teeth

tooth

him self

whom

134

dug

bug

rug

tug

jug

135

dull

hull

skull

since

hasn't

136

mat ter

plat ter

scat ter

flat ter

chat ter

THE HUNTER AND THE LION

"Have you seen any tracks of a lion?" asked a hunter of a man whom he met.

"Oh, I can show you the lion himself," said the man.

The hunter turned pale with fright. His teeth chattered.

"I don't want to see the lion. I only want to see his tracks," he cried.

— ÆSOP.

138	139	140	141
oak	pale	rush	dip per
cloak	tale	brush	slip per
croak	gale	crush	skip per
soak	sale	hush	drip ping
move	scale	mush	whip ping
tenth	whale	blush	tip ping

REVIEW OF TROUBLESOME WORDS

142	143	144	145
friend	Tuesday	making	just
always	won't	having	doctor
done	too	coming	know
heard	two	loving	minute
Wednesday	among	writing	blue
February	busy	buy	through
very	none	week	every

146	147	148	149
whole	shoes	piece	often
there	any	been	sugar
their	many	once	hour
don't	which	does	says
here	could	sure	laid
can't	should	where	break
world	would	climb	flour

The following 100 words have been found to be the "One Hundred Commonest Words in the English Language." They are used and repeated so frequently in our writing that they constitute about one half of all the words we write. You have studied all of them. Can you spell each of them correctly?

the	will	my	had
and	as	this	has
of	have	his	very
to	not	which	were
I	with	dear	been
a	be	from	would
in	your	are	she
that	at	all	or
you	we	me	there
for	on	so	her
it	he	one	an
was	by	if	when
is	but	they	time

go	please	letter	do
some	week	make	after
any	night	write	than
can	their	thing	sir
what	other	think	last
send	up	should	house
out	our	truly	just
them	good	now	over
him	say	its	then
more	could	two	work
about	who	take	day
no	may	thank	here



THIRD YEAR VOCABULARY



We have followed the king's rules. We can spell all these words. Can you?

able	another	asking	beam
add	anything	August	bean
afraid	apple	autumn	bear
afternoon	April	bank	beast
age	arm	bare	beauty
aid	around	barrel	became
alike	arrive	basket	been
almost	art	battle	beg
always	ask	beach	behave
among	asked	beak	belt

bend	branch	cart	clever
berries	broken	case	climb
berry	brush	cash	cloak
beside	bug	cask	coat
better	bunch	catch	coming
Billy	bunny	cattle	could
bless	burn	chalk	count
bliss	busy	change	country
blond	but	charm	crane
blown	butter	chart	crank
blue	buttercups	chase	cream
blush	cage	chatter	croak
boat	cane	check	crush
bond	can't	cheek	cue
boot	card	cheese	cure
bottom	care	child	curls
bough	careful	chip	cut
bowl	careless	churn	daily
boy	carried	clean	dainty

dance	dream	enter	fifteen
dare	dress	even	fifth
dart	drink	evening	fifty
dash	drip	ever	finger
deal	dripping	every	fire
December	dropped	everybody	first
deck	due	everything	fist
dip	dug	fable	fix
dipper	dull	face	flash
dirt	dust	faint	flask
dish	dusty	fare	flatter
doctor	duty	farm	flirt
does	each	farmer	float
doesn't	east	feast	floor
dog	easy	feather	flour
dollar	eighteen	February	flower
don't	either	feel	follow
dozen	eleven	fellow	fond
drank	end	felt	food

form	given	hare	hiss
forget	giving	harm	hog
forty	glare	hasn't	hole
fourteen	glue	haste	honey
fourth	goat	hasten	hoot
fox	God	hatch	horse
freak	golden	have	hour
fresh	goose	heal	house
Friday	grace	hear	hue
friend	great	heard	hull
frog	grip	heart	hundred
fruit	grown	heave	hunter
funny	guard	heavy	hurt
gale	guess	heel	hush
gallon	handle	help	hut
gather	happiest	here	I'm
gave	happiness	hero	Indian
geese	happy	himself	ink
give	hard	hip	inside

its	lard	limb	meek
itself	lash	lion	melt
January	latch	lip	mend
joy	laugh	living	mild
jug	laughing	loaf	mile
just	leaf	loaves	minute
keg	leak	log	miss
kiss	lean	loving	mist
kneel	learn	lunch	mistake
knelt	least	maid	moment
knife	leather	mane	Monday
knoll	leave	mannerly	money
know	leg	many	month
known	lend	mask	more
lace	less	match	morning
ladder	letter	matter	mother
laid	life	meadow	mouse
lamb	lily	meal	mouth
lane	like	mean	move

much	off	paper	pitcher
music	often	pare	place
neck	oh	part	platter
neither	oil	paste	please
never	once	patch	point
next	or	pea	pole
nineteen	orange	peach	pond
nip	order	pear	post
none	other	peak	potatoes
north	outside	peck	pound
nothing	over	peek	preach
November	own	peel	press
number	ox	peg	pretty
nut	oxen	penny	print
oak	page	picture	proof
oar	paid	pie	punch
oatmeal	paint	piece	pure
oats	pale	pink	quart
October	pane	pint	race

rage	rush	September	size
raise	rut	seventeen	skip
rank	safe	seventy	skipper
rare	saint	sever	skirt
rash	sale	shall	skull
rattle	sash	share	sleeve
reach	Saturday	ship	slip
read	says	shirt	slippers
remain	scale	shoes	smart
return	scare	shore	smile
ridèr	scatter	should	snare
ripe	scrape	shown	soak
river	scratch	shut	soap
road	sea	side	soft
roar	seal	sign	sole
roll	seasons	since	some
roof	second	sink	somebody
root	seek	sixteen	something
rug	send	sixty	sometime

sorry	stone	task	thirty
sour	store	taste	this
south	story	tea	through
sown	strange	teach	thrown
space	strife	team	thumb
spare	stroll	tear	Thursday
speak	such	teeth	thus
speck	suffer	tend	tip
spelt	sugar	tenth	tipping
spend	sulk	than	today
spoken	summer	thank	toe
square	Sunday	that's	toll
stage	sunny	their	tomorrow
stare	sure	there	tonight
start	table	these	tooth
steal	tale	think	toy
steam	talk	third	trace
stocking	tardy	thirsty	Troy
stole	tart	thirteen	true

trust	water	while	wore
Tuesday	weak	whip	work
tug	wear	whipping	world
turn	weather	whole	worth
twelve	weave	whom	wrist
twenty	Wednesday	wife	yard
twist	week	wild	yeast
upset	whale	wink	yellow
vane	whatever	wire	yesterday
wage	wheel	wolf	young
walk	where	woe	your
waste	which	won't	





THE ALDINE SPELLER

PART TWO

FOURTH YEAR



FOURTH YEAR



1

A mer i ca
A mer i can
Pil grim
moun tain
free dom
lib er ty
it is
'tis

2

AMERICA

My country, 'tis of thee,
Sweet land of liberty,
Of thee I sing;
Land where my fathers died,
Land of the Pilgrims' pride,
From every mountain-side
Let freedom ring.

— SAMUEL FRANCIS SMITH.

3

breath	Breathes there a man with soul so dead,
breathes	Who never to himself hath said,
soul	"This is my own, my native land"?
na tive	—SIR WALTER SCOTT.

4

wolf	re ply
wolves	re plied
crea ture	

5

as sist	pit y
poor	pit ied
a lone	

See what happens to *y* in *reply* and *pity* when *ed* is added.

When *es* is added to *wolf* see what happens to *f*. In what other words does this happen?

6

One day a fox fell into a well. He howled aloud.

A wolf ran to see what the matter was.

"Poor creature," said the wolf, "how I pity you!"

"Don't pity me," replied the fox. "Assist me."

—Æsop.

7

e nough	con tent
tough	rich
rough	a muse

8

trav el	pock et
trav el er	emp ty
purse	re cov er

9

health	wealth	rob ber
--------	--------	---------

Health is the best wealth.

Poor and content is rich, and rich enough.

— SHAKESPEARE.

Better an empty purse than an empty head.

— GERMAN.

The traveler with empty pockets fears no robber.

10

be come	be gin	be gun	be fore
be long	be gin ning	be low	be fore hand

11

torn

tum ble

a shamed

nurse

bruise

comb

12

stitch

a cross

beg gar

pun ish

fault

of fer

13

trou ble

af ter ward

loose

blis ter

her self

gar den



Look thoughtfully at *ui* in *bruise*, *au* in *fault*, *oo* in *loose*, *ou* in *trouble*.

There is only one *c* in *across*.

Look at the picture, then write five sentences about it, using as many words as you can from Lessons 11, 12, and 13.

14

an ger

bos om

jus tice

win dow

sur round

foot

When anger in the bosom lies,
Justice out the window flies.

15

sil ver

lad y

shad y

lad ies

shad ow

sat in

16

fur

elm

cur

sir

church

birch

The *y* in *lady* changes to *i* and *es* is added when we mean more than one *lady* — *ladies*.

Look at the *u* in *church* and the *i* in *birch*.

17

The silver birch is a dainty lady,

She wears a satin gown ;

The elm tree makes the old churchyard shady,

She will not live in town.

— EDITH NESBIT.

18

voice

breeze

touch

vi o let

breath

The rough voiced breeze that shook the trees
Was touched by a violet's breath.

19	20	21	22
left	camp	nar row	fir
cit y	lamp	ma ple	grove
o'clock	damp	beech	drove
front	called	spruce	stove
path	field	for est	cove

Look at *o* in *front*, *ie* in *field*, and *ple* in *maple*.

Do not forget the apostrophe in *o'clock*.

23

We left the city at six o'clock.

The camp is in a grove of fir, maple, beech, and spruce trees.

Jack called the grove our forest.

In front of the camp is the river.

A narrow path leads across a field to its banks.

24

lum ber	tim ber	boards	car pen ter
shin gle		sea shore	

25**26****27****28**

build

inch

un der

re al ly

build ing

inch es

be neath

porch

built

firm

gi ant

dis tant

south

sol id

whose

dis tance

seems

fort

square

broad

29

The camp was built of native lumber.

The building was firm and solid as a fort.

The boards were over an inch thick.

It stood under a giant tree whose branches really seemed to touch the distant sky.

On the south side was a broad square porch.

30**31**

ham mock

at tic

eaves

can dle

buck et

cel lar

lan tern

moon light

shov el

cor ner

Make a sentence telling how the camp was lighted at night.

32	33	34	35
di vide	break fast	pre pare	chance
la bor	din ner	fish	watch
e qual	sin ner	veg e ta ble	dan ger
e qual ly	win ner	cot tage	stran ger
en joy	pro vide	i dle	an y way

Look carefully at the second *e* in *vegetable*.

36

At camp the labor is divided. None are idle.

All enjoy an equal chance to help.

Jack prepares breakfast and dinner.

Frank provides fish and vegetables.

The dog watches that no danger comes near the cottage.

37		38	
cab bage	squash	ba na na	rai sins
car rot	to ma to	cur rants	ol ive
rad ish	tur nip	grape	prune
on ion		lem on	



39

kitch en

re move

ash es

ov en

kin dle

Remove the ashes.

Kindle the fire.

Have a hot oven.

Sweep the kitchen.

40

salt

41

sprin kle

42

juice

43

cher ry

so da

wrin kle

juic y

choc o late

stir

pud ding

fork

dough

spoon

bis cuit

pep per

dough nut

coal

ket tle

pour

jel ly

**44**

flow er
show er
bow er
tow er
won der

45

heav en
si lent
de light
high
mir or

46

The moon, like a flower,
In heaven's high bower,
With silent delight
Sits and smiles at the night.

FLOWER AND FAIRY WORDS

47

pur ple
pan sy
li lac
com mon
wreath

48

na ture
fan cy
blos som
bush
lawn

49

ti ny
fair y
fair ies
fa vor
mer ry

50

col or
scar let
beau ti ful
laugh ter
dan de li on

REVIEW OF TROUBLESOME WORDS

51	52	53	54
used	loose	wear	built
color	lose	early	easy
break	enough	sugar	beginning
know	any	minute	wrote
tonight	shoes	tear	sure
laid	said	read	knew
would	once	does	heard
doctor	piece	just	writing
write	having	says	whole
often	guess	done	none

Each of the words on this page has some little "catch" in it. Try to find what is difficult in each word. Make a list of all you misspell. Keep this list on your desk or somewhere handy. Study whenever you get a chance. Don't let these simple, everyday words master you. *Master them.*

o bey com mand busi ness serve

Look at *e* in *obey*, *i* in *business*.

Only two syllables in *business*.

He that has learned how to obey will know how to command. — SOLON.

If you would have your business done, go ; if not, send. — FRANKLIN.

He is best served who serves himself.

tru ly	po lite	re main	ac tion
ounce	ex am ple	re main der	ad vice

No *e* in *truly*. Notice the *ai* in *remain*; *c* in *advice*.

Better an ounce of example than a pound of advice.

Words pass away, but actions remain. — NAPOLEON.

Truly polite, always polite.

58

lis ten
rip ple
flut ter
blue bird
to ward

59

bud
bud ding
mud
mud dy
fence



60

Listen a moment, I pray you ;
What was that sound that I heard ?
Wind in the budding branches,
The ripple of brooks, or a bird ?
Hear it again, above us ; and see a flutter of wings.
The bluebird knows it is April, and soars toward the sun
and sings.

—EBEN REXFORD.

61

bob o link pi geon spar row hawk
hand some won der ful

57

62

bald

ea gle

ar row

mur der

breast

63

brief

grief

com plete

cru el

wound

64

aw ful

se vere

ar rive

man age

glance

65

cir cle

home

dome

Rome

bod y



Look at *a* in *eagle* and *breast*,
ie in *grief* and *brief*, *e* in *cruel*,
ou in *wound*.

66

THE EAGLE AND THE ARROW

A hunter once shot an eagle.
 Severely wounded, the bird man-
 aged to fly to his home. When
 he arrived he glanced at the cruel arrow in his breast. It
 was winged with one of his own feathers.

"Oh," he cried, "to think I have been murdered by an
 arrow that I helped to make!"

— Æsop.

67	68	69	70
learn ing	in vite	har vest	boil
wis dom	in vi ta tion	this tle	soil
cloth	com pa ny	whis tle	toil
clothes	pea cock	ex pect	toi let
be gan	how ev er	in deed	suit



71

Learning is not wisdom any more than
cloth is clothes. — FRENCH.

How can a sparrow expect to be invited
into the company of a peacock?

— HANS ANDERSEN.

He that has a good harvest may be con-
tent with some thistles.

— SCOTTISH.

72

calm waist
palm crumb

73

debt moan
mourn col umn

Find a silent letter in every word in Lessons 72 and 73.

74	75	76	77
ad mire	great ness	death	thank ful
ad mir ing	ab sent	at tempt	suc cess
grum ble	pres ent	half	suc ceed
grum bling	cow ard	halves	peo ple
lev el	thous and	be cause	thorn

E is omitted in *admire* and *grumble* when *ing* is added.
 What changes are made in the word *half* when we mean more than one half?

78

In admiring greatness we rise to its level.

He who killed a lion when absent, feared a mouse when present.

— FRENCH.

A coward dies a thousand deaths.

— GERMAN.

A bold attempt is half success.

— DANISH.

Some people are always grumbling because roses have thorns. I am thankful that thorns have roses.

— KARR.



79

pal ace	hum ble	though	roam
a mid	'mid	pleas ure	

'Mid pleasures and palaces though we may roam,
Be it ever so humble, there's no place like home.

— JOHN HOWARD PAYNE.

Home is where love is.

80	81	82	83
wig wam	cup board	pi an o	cur tain
cab in	cham ber	book case	so fa
cas tle	par lor	al bum	vase
pan try	bed room	blot ter	Bi ble
clos et	bath room	car pet	quilt



84

ache

head ache

ly ing

sur prise

lin en

85

bus i ly

pleas ant

qui et ly

quick ly

daugh ters

86

chi na

brit tle

warm

wash

soft

87

wipe

fore noon

a pron

tow el

fin ish

When *ly* is added to *busy*, *y* is changed to *i*.

There are *two s's* in *surprise*; one *l* in *towel*.

Look at *ea* in *pleasant*; *o* in *apron*; *a* in *wash* and *warm*.

Apron is pronounced *a prŭn*.

sauce rib bon
 sauc er whis per
 plen ty bas in

va ca tion be tween
 to geth er scour
 grate ful praise

MOTHER'S HELPERS

Mother has a headache this forenoon and is lying down. Her two daughters are working busily to give her a pleasant surprise.

“Work quietly and quickly, but carefully,” said Kate. “China is very brittle. I’ll wash the dishes in warm water. You wipe them with this soft linen towel. Between us we will soon finish.”

fam i ly neph ew
 grand pa cous in
 grand ma in fant
 aunt wo man
 un cle wo men

neigh bor mas ter
 vis it or tax
 mem ber ma chine
 butch er fur nace
 gro cer fu el

95	96	97	98
splen did	edge	ter ri ble	swept
might y	ledge	storm	slept
strength	wedge	ex plain	ten der
up root ed	pledge	in stead	slen der
straight	sledge	an swered	fen der

99

THE OAK AND THE REED

A *mighty* oak that had been uprooted by a *terrible* storm, lay on the bank of a river.

On the edge of the water grew a straight slender reed.

"What, are you still growing!" said the oak. "I was big and strong. You are little and weak."

"I can *explain*," *answered* the reed. "You fought the storm as it swept by. So you were *uprooted* for all your *splendid* strength. Instead of fighting the storm, I bent to it, and I still stand."

— ÆSOP.

Rewrite the above fable, using other words in place of those that are italicized.

100

a gainst
de pends
worth
ton
al ways

A pound of pluck is worth a ton of
luck.

— GARFIELD.

Luck is always against the man who
depends upon it.

101

li ar
crip ple
truth
be lieve
pun ish ment

A liar is sooner caught than a cripple.

— PORTUGUESE.

A liar's punishment is in not being be-
lieved when he speaks the truth.

102

mod est
mod est y
sel dom
jew el
jew el ry
much

A modest dog seldom grows fat.

— DANISH.

Modesty is a jewel, but one may wear
too much jewelry.

Do noble things, not dream them, all
day long.

— KINGSLEY.

103

jour ney

ca noe

fer ry

mo tor

har bor

104

ves sel

car go

cam el

bi cy cle

au to mo bile

105

en gine

rail road

rail way

trol ley

bal loon

106

sta ble

sta tion

de pot

ga rage

pier

107

choice

choose

sort

pre fer

mount

trip

108

far ther

driv en

pub lic

push

rath er

vis it

de sire

gone

What sort of travel do you prefer? You may have your choice. Mount your bicycle for a short trip. If you desire to go farther, there is the automobile or the public trolley. Or would you rather go by the railroad?

TRAVEL WORDS

GEOGRAPHY WORDS

109**110****111****112**

a gent

rap id

vil lage

globe

tick et

mo tion

cit ies

sphere

de part

cap tain

cap i tal

ho ri zon

de lay

of fi cer

con ti nent

lo cate

ho tel

con duct or

val ley

north ern

Look at *tion* in *motion*, the second *o* in *conductor*, *ph* in *sphere*, the ending in *cities*. There are several words on this page that you will misspell if you are not careful to pronounce them correctly.

113

wel come

serv ant

hun ger

Welcome is the best dish on the table.

— SCOTTISH.

The master of the house is the servant of the guest.

— PERSIAN.

Hunger is the best sauce.

114	115	116	117
show er y	dawn	troop er	slope
pow er	un less	hoop	rope
warn	yel low	loop	scope
in vade	with in	stoop	hope
bu gle	with out	pa rade	hope ful
held	their	pa rad ed	hop ing

The *e* is dropped from *hope* when *ing* is added.

118

THE DANDELIONS

Upon a showery night and still,
 Without a sound of warning,
 A trooper band surprised the hill,
 And held it in the morning.

We were not waked by bugle-note,
 No cheer our dreams invaded,
 And yet at dawn their yellow coats
 On the green slopes paraded.



—HELEN GRAY CONR.

119	120	121	122
sor ry	judge	for give ness	an gry
sor row	judg ing	pa tient	dis tress
bor row	tongue	dis be lieve	dis tressed
e vil	par don	re port	tale-bearer
con duct	cheer ful	cour age	at ten tion

Look thoughtfully at *tongue* and *patient*; the *o* in *courage* and the *tion* in *attention*.

Write *cheerful* with one *l*. Can you tell why there is a hyphen in *tale-bearer*?

123

There are ten things for which no one has ever yet been sorry. These are—for doing good to all; for speaking evil of none; for hearing before judging; for thinking before speaking; for holding an angry tongue; for being kind to the distressed; for asking pardon for all wrongs; for being patient towards everybody; for stopping the ears to a tale-bearer; for disbelieving most of the ill reports.

124	125	126	127
Frank lin	per haps	sprout	wil low
wharf	no tice	cheap	bil low
Hol land	sin gle	leap	pil low
else	tu lip	heap	U ni ted
short	bulb	reap	States
near ly	close	bas ket	morn ing

128

While Franklin was walking on a wharf one morning, he saw some cheap willow baskets in which some tulip bulbs had been brought from Holland. Perhaps no one else would have noticed the single short green sprout on one of the willows. Franklin cut it off carefully and planted it. From this one sprout have grown most of the basket willows in the United States.

A man's best things are nearest him,
Lie close about his feet.

WORDS OFTEN HEARD IN SCHOOL

129	130	131	132
pri ma ry	cor rect	ex act	his to ry
writ ten	schol ar	ex er cise	charge
prompt	er ror	jan i tor	en e my
re peat	ex cuse	your self	can non
ob serve	taught	col o ny	un der stand
133	134	135	136
neg lect	per fect	po em	a rith me tic
un ion	lan guage	au thor	di vide
at tack	cop y	sen tence	di vi sor
chap ter	com ma	ti tle	div i dend
liq uid	pe ri od	dic tate	sport
137	138	139	140
meas ure	curve	e rect	weigh
min u end	carve	cough	weight
bush el	up per	re cess	o mit
draw ing	up right	base	mod el
spell ing	re cite	base ball	an nu al



141	142	143	144
pic nic	cot ton	wool	dif fer ent
u su al	mus lin	wool en	dif fer ence
jol ly	col lar	sweat	swamp
ar ranged	neck tie	sweat er	par ty
car riage	blouse	pas ture	lem on ade
flan nel	o ver alls	or chard	co coa

145

THE PICNIC

Summer is the usual time for picnics, but mother arranged a jolly one for us last fall.

Instead of cotton or muslin dresses, the girls wore flannel ones. The boys left their collars and neckties at home,

and wore old blouses and overalls. We all wore woolen sweaters.

We did not go in carriages. We walked across the pasture, through the orchard to the grove on the other side of the swamp. Ours was a nutting party.

Our picnic was different from summer picnics in other ways. Instead of cold lemonade we had hot cocoa, and we ate our lunch in the sunniest place we could find, by a great rock. It was almost night when we reached home, and we all ran to the fire to warm our fingers and toes.

146

Make a sentence using the following words.

scattered	crowd	decided	search
chestnuts		walnuts	

147

sandwich	fudge
pickles	chickens
napkins	hungry

148

squirrel	club
acorn	turkey
rabbit	cricket

149	150	151	152
false	hon est	prom ise	faith
false hood	hon est y	birth	faith ful
quar rel	no ble	knight	how ev er
val or	hon or	knight hood	loy al
for tune	hon or a ble	what ev er	loy al ty

153

He who is honest is noble.

Whatever his fortunes or birth.

—ALICE CARY.

Stand by your promise, your honor, your faith, as
loyally as the knights of old.

—GEORGE HERBERT.



Here are some of the most commonly used, most commonly misspelled, words. You have studied every one of them. Are you sure that you can and do spell every one correctly?

piece	raise	busy	write
beginning	wrote	color	writing
though	enough	guess	here
coming	truly	says	hear
early	sugar	believe	done
instead	straight	knew	women
easy	could	February	always
through	much	Wednesday	where
every	minute	lose	been
half	Tuesday	loose	friend
none	wear	would	business
often	answer	once	money
cough	trouble	does	their
ache	among	heard	there
break	said	know	sure

FOURTH YEAR VOCABULARY

absent	amuse	attention	bedroom
ache	anger	attic	beech
acorn	angry	aunt	before
across	annual	author	beforehand
action	answered	automobile	beggar
admire	any	awful	begin
admiring	anyway	bald	beginning
advice	apron	balloon	begun
afterward	arithmetic	banana	believe
against	arranged	base	belong
agent	arrive	baseball	below
album	arrow	basket	beneath
alone	ashamed	basin	between
always	ashes	bathroom	Bible
America	assist	beautiful	bicycle
American	attack	because	billow
amid	attempt	become	birch

birth	breathes	cabin	chance
biscuit	breeze	called	chapter
blister	brief	calm	charge
blossom	brittle	camel	cheap
blotter	broad	camp	cheerful
blouse	bruise	candle	cherry
bluebird	bucket	cannon	chestnuts
boards	bud	canoe	chicken
bobolink	bugle	capital	china
body	build	captain	chocolate
boil	building	cargo	choice
bookcase	built	carpenter	choose
borrow	bulb	carpet	church
bosom	bush	carriage	circle
bower	bushel	carrot	cities
break	busily	carve	city
breakfast	business	castle	close
breast	butcher	cellar	closet
breath	cabbage	chamber	cloth

clothes	corner	curve	disbelieve
club	correct	damp	distance
coal	cottage	dandelion	distant
cocoa	cotton	danger	distress
collar	cough	daughter	distressed
colony	courage	dawn	divide
color	cousin	death	dividend
column	cove	debt	divisor
comb	coward	decided	doctor
comma	creature	delay	does
command	cricket	delight	dome
common	cripple	depart	done
company	crowd	depend	dough
complete	cruel	depot	doughnut
conduct	crumb	desire	drawing
conductor	cupboard	dictate	driven
content	cur	difference	drove
continent	currants	different	eagle
copy	curtain	dinner	early

easy	expect	firm	garage
eaves	explain	fish	garden
edge	fairies	flannel	giant
elm	fairy	flower	glance
else	faith	flutter	globe
empty	faithful	foot	gone
enemy	false	forenoon	grandma
engine	falsehood	forest	grandpa
enjoy	family	forgiveness	grape
enough	fancy	fork	grateful
equal	farther	fort	greatness
equally	fault	fortune	grief
erect	favor	Franklin	grocer
error	fence	freedom	grove
evil	fender	front	grumble
exact	ferry	fudge	grumbling
example	field	fuel	guess
excuse	finish	fur	half
exercise	fir	furnace	halves

hammock	honor	invite	know
handsome	honorable	janitor	labor
harbor	hoop	jelly	ladies
harvest	hope	jewel	lady
having	hopeful	jewelry	laid
hawk	horizon	jolly	lamp
headache	hotel	journey	language
health	however	judge	lantern
heap	humble	judging	laughter
heard	hunger	juice	lawn
heaven	hungry	juicy	leap
held	idle	just	learning
herself	inch	justice	ledge
high	inches	kettle	left
history	indeed	kindle	lemon
Holland	infant	kitchen	lemonade
home	instead	knew	level
honest	invade	knight	liar
honesty	invitation	knighthood	liberty

lilac	mid	murder	offer
linen	mighty	muslin	officer
liquid	minuend	napkin	often
listen	minute	narrow	olive
locate	mirror	native	omit
loop	moan	nature	once
loose	model	nearly	onion
lose	modest	necktie	orchard
loyal	modesty	neglect	ounce
loyalty	moonlight	neighbor	oven
lumber	morning	nephew	overalls
lying	motion	noble	palace
machine	motor	none	palm
manage	mount	northern	pansy
maple	mountain	notice	pantry
master	mourn	nurse	parade
measure	much	obey	paraded
member	mud	observe	pardon
merry	muddy	o'clock	parlor

party	pity	provide	rather
pasture	pleasant	prune	read
path	pleasure	public	really
patient	pledge	pudding	reap
peacock	plenty	punish	recess
people	pocket	punishment	recite
pepper	poem	purple	recover
perfect	polite	purse	remain
perhaps	poor	push	remainder
period	porch	quarrel	remove
piano	pour	quickly	repeat
pickle	power	quietly	replied
picnic	praise	quilt	reply
piece	prefer	rabbit	report
pier	prepare	radish	ribbon
pigeon	present	railroad	rich
pilgrim	primary	railway	ripple
pillow	promise	raisins	roam
pitied	prompt	rapid	robber

Rome	sentence	slept	spruce
rope	servant	slope	square
rough	serve	soda	squash
said	severe	sofa	squirrel
salt	shadow	soft	stable
sandwich	shady	soil	station
satin	shingle	solid	stir
sauce	shoes	sorrow	stitch
saucer	short	sorry	stone
says	shovel	sort	stoop
scarlet	shower	soul	storm
scattered	showery	sparrow	stove
scholar	silent	spelling	straight
scope	silver	sphere	stranger
scour	single	splendid	strength
search	sinner	spoon	strict
seashore	sir	sport	succeed
seems	sledge	sprinkle	success
seldom.	slender	sprout	sugar

suit	thousand	travel	upper
sure	ticket	traveler	upright
surprise	timber	trip	uprooted
surround	tiny	trolley	used
swamp	'tis	trooper	usual
sweat	title	trouble	vacation
sweater	together	truly	valley
swept	toil	truth	valor
tale-bearer	toilet	tulip	vase
taught	tomato	tumble	vegetable
tax	ton	turkey	vessel
tear	tongue	turnip	village
tender	tonight	uncle	violet
terrible	torn	under	visit
thankful	touch	understand	visitor
their	tough	union	voice
thistle	toward	unite	waist
thorn	towel	united	walnuts
though	tower	unless	warm

warn	whisper	without	wound
wash	whistle	wolf	wreath
watch	whole	wolves	wrinkle
wealth	whose	woman	write
wear	wigwam	women	writing
wedge	willow	wonder	written
weigh	window	wonderful	wrote
weight	winner	wool	yellow
welcome	wipe	woolen	yourself
wharf	wisdom	worth	
whatever	within	would	





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